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ABSTRACT

In an attempt to measure student satisfaction with the various components of matriculation (i.e., admissions and registration, orientation and advisement, assessment, and counseling), Golden West College (GWC) in Huntington Beach, California, administered a Matriculation Services Survey to a representative sample of 853 students in fall 1993. Results of the study included the following: (1) over 65% of the respondents rated admissions and registration processes as "excellent" or "good"; (2) students who registered by telephone rated the experience of registration as more convenient than did those who registered in person; (3) 72% felt that the helpfulness of the information they received from registration personnel was "excellent" or "good"; (4) nearly 60% of GWC students had participated in an orientation/advisement session, with 69% rating the program as "excellent" or "good"; (5) nearly 80% of the respondents had taken placement tests in writing or math, though only 72% had taken a English course and 68% had taken a math course at GWC; (6) students were generally satisfied with the convenience and effectiveness of the assessment process; (7) 66% of the students reported having had at least one appointment with a counselor, and just over 50% rated GWC counseling as "excellent" or "good"; and (8) the more appointments a student had with a counselor, the higher the student rated the helpfulness of the information and the counseling process overall. Appendixes provide demographic information on the survey's respondents, survey response percentages, and the survey instrument. (MAB)

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ED 371 798

Results of Matriculation Services Survey

Golden West College

January 1994

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Results of Matriculation Services Survey

Background

The Matriculation Services Survey is a locally developed, student satisfaction questionnaire that focused specifically upon components of matriculation: Admissions and Registration, Orientation and Advisement, Assessment, and Counseling. The questions were based primarily upon the recommendations made by the Matriculation Evaluation Local Research Options Committee (1989). The data from this survey were examined to provide insight into the extent of use of, and the relative satisfaction with, this set of matriculation components. Students (n=853) in a representative sample of classes during the Fall 1993 semester responded to the 29-item survey (Demographic information is included in Appendix A and a copy of the survey is in appendix B). The students were asked to respond to questions designed to provide information to help improve matriculation services. Responses were recorded on a customized scanable response form. Processing of the data was performed by the Golden West College Matriculation Research Office.

Results

Appendix B contains a complete listing of results from all items. Response percentages are included on each item for the students who responded to the survey. Percentages reported in

the tables are based upon those students indicating an opinion. Non-responses and indications of "no opinion" or "no experience with this service" are not included in the calculation of the percentages. As such, these represent a sort of "pure" satisfaction index, and are relevant to the question, "of those students who have had experience with this service, what percentage rated the service as excellent, good, and so forth"?

Items which contain the possible response of "Fair" should be interpreted with caution. For most of these items, "Fair" represented a large portion of the students' responses. While "Excellent" and "Good" are clearly positive ratings and "Poor" is clearly negative, the response category of "Fair" is difficult to characterize. It may be argued that "Fair" responses include a percentage of both positive evaluations and negative evaluations. That is, in some cases it may represent students who are satisfied with the service and feel that it "works well" but who are not moved to provide a more glowing positive evaluation. As might be expected in a campus-wide survey of this type, students' ratings of their experiences are lower after a period of time compared to ratings immediately following participation. In other cases "Fair" may represent some reservation about the service area and reflect an evaluation that is clearly <u>not</u> positive. The problem is deciding what proportion of those "Fair" responses are positive and which are negative is unclear. There is no way of accurately dividing the "Fair" responses without the risk of underestimating or overestimating. Therefore, "Fair"

responses should be interpreted with caution.

Admissions and Registration

Table 1 shows ratings for the admissions and registration processes. In rating overall convenience, over 65% of the students responded "excellent" or "good" whereas only 7% indicated "poor". These results are consistent with those from similar studies at other colleges that showed 65% to 85% of students rating the admissions process as being convenient (Spicer, 1992).

Table 1. Ratings of admissions and registration processes.

	CONVENIENCE OF ADMISSIONS PROCESS		HELPFULNESS OF INFO BY REGISTRATION PERSONNEL		CONVENIENCE OF REGISTERING FOR CLASS		RATING OF ADMISSION AND REGISTERING	
EXCELLENT	99	12%	114	14%	142	18%	85	11%
GOOD	422	53%	470	58%	405	50%	483	61%
FAIR	218	27%	182	22%	194	24%	187	23%
POOR	56	7%	39	5%	72	9%	39	5%

Table 1 also shows students' ratings of the convenience of registering for classes. Nearly 70% of the students found the registration process "excellent" or "good", while only 9% rated it as "poor".

Choice of method of registration (by telephone or in person)

was found to affect their rating of the convenience of the registration process (Table 2). As might be expected, students who registered by telephone rated the convenience of registration as higher than those who registered in person.

Table 2. Ratings of convenience of registering for class by means of registering for class.

	CONVENIENCE OF REGISTERING FOR CLASS								
	EXCELLENT		GOOD		FAIR		POOR		TOTAL
TELEPHONE	106	22%	249	52%	96	20%	28	6%	59%
IN PERSON	35	11%	150	46%	96	30%	44	14%	42%
TOTAL	141	18%	399	50%	192	24%	72	9%	

In order for the students to apply the information they receive, that information needs to be perceived as helpful. Table 1 also shows that 72% of the students found the helpfulness of the information presented by registration personnel as "excellent" or "good". Students who rated the helpfulness as "fair" comprised 22% of the respondents, whereas only 5% rated the information as "poor" .

Orientation and Advisement

Orientation activities seemed to have the highest variation in satisfaction at other institutions with a range from about 20% to 90% (Spicer, 1992). The medium of orientation varies from printed materials to videos to courses. Consequently it should not be too surprising that its impact can vary widely. Nearly 60% of GWC students surveyed reported having participated in an

orientation/advisement session. The student ratings of orientation and advisement at GWC are presented in Table 3. Orientation was rated as "excellent" or "good" by 69% of those students, "fair" by 27% and "poor" by 4%.

Table 3. Ratings of orientation and advisement.

	RATE INFO FROM ORIENTATION ABOUT POLICIES AND EXPECTATIONS		RATE INFO ABOUT RANGE OF SERVICES AND PROGRAMS		OVERALL RATING OF ORIENTATION	
EXCELLENT	71	15%	70	14%	57	12%
GOOD	270	55%	266	54%	275	57%
FAIR	118	24%	119	24%	129	27%
POOR	33	7%	35	7%	20	4%

The primary goals of orientation are to provide information on college policies and expectations as well as on the range of services and programs. GWC students were asked to rate the information given during orientation/advisement sessions about important college policies, services, and programs at GWC. Table 3 shows there were no significant differences in the ratings for the various types of information presented. Overall, the ratings were positive. "Excellent" or "good" ratings were reported by 68% to 70% of the students, "fair" by 24% to 27%, and "poor" was reported by 4% to 7% of the students who had participated in an orientation/advisement session.

Assessment

Two key questions are common to an evaluation of the assessment component of matriculation from the perspective of the students. First and foremost, are students satisfied with their course placements? Second, did they feel their course placement was accurate? Typically, as suggested by Spicer (1992), colleges reported 65% to 75% of their students affirming their English and math course placements as appropriate. Some institutions reported that over 80% were satisfied, while two colleges reported a satisfaction rate of less than 55%. Student dissatisfaction with placement typically ran around 10%, with 20% being about the highest level indicated.

Since students' judgement of the accuracy of their placement may depend, in part, upon whether they have taken the recommended courses by the time our survey, additional questions were included to ascertain their assessment experiences. Table 4 shows the percentages of students who have taken placement tests, students who have taken English or ESL classes, and students who have taken math classes at GWC. Nearly 80% of the students surveyed at GWC reported they have taken placement tests in writing or math. Slightly fewer of them have taken such courses at GWC.

Table 4. Percentages of students who have participated in the assessment process.

	TOOK PLACEMENT TESTS AT GWC IN WRITING OR MATH		TOOK ENG OR ESL COURSES AT GWC		TOOK MATH COURSE AT GWC	
YES	665	79%	493	72%	462	68%
NO	173	21%	191	28%	220	32%

Ratings of the assessment process at GWC are presented in Table 5. Overall, students who have participated in assessment are satisfied with the assessment process. Sixty percent of the respondents rated the assessment process as "Excellent" or "Good", 33% rated "Fair", and 7% rated the assessment process as "Poor". Ratings of the convenience of the assessment process were very similar: 64% "Excellent" or "Good", 30% "Fair", and 7% "Poor" (Table 5).

Table 5. Ratings of the assessment process.

	RATE CONVENIENCE OF ASSESSMENT PROCESS		OVERALL RATING OF THE GWC ASSESSMENT PROCESS	
EXCELLENT	61	10%	62	10%
GOOD	346	54%	316	50%
FAIR	190	30%	210	33%
POOR	45	7%	43	7%

Students' perception of the effectiveness of the placement process was also positive. Table 6 shows that 58% of those students whose test results were used to place them in English or ESL courses felt that they were recommended to the correct course

level; 21% of the students felt that they had been placed too low, and 2% felt that they were placed at a level too high. Nineteen percent reported that they were not sure.

Similar ratings were given by students indicating their opinion of being correctly placed in math. Two thirds of the students felt that they were correctly placed. The percentage of students who felt that they were placed too low was 16%. Only 2% of the students felt that they were placed too high, and 15% were not sure (Table 6). There is the possibility that some of the "too low" responses may be due to the general inclination to over-rate one's own skills, consistent with the pervasive self-serving bias (Brown, 1991).

Table 6. Students' perception of effectiveness of placement in English/ESL and math.

	OPINION OF CORRECT PLACEMENT IN ENG OR ESL BY TEST		OPINION OF CORRECT PLACEMENT IN MATH BY TEST	
YES	387	58%	437	67%
TOO LOW	144	21%	101	16%
TOO HIGH	13	2%	16	2%
NOT SURE	125	19%	100	15%

Counseling

The usage level of counselor services typically varies between 55% and 75% at other institutions (Spicer, 1992). Table 7 shows that 66% of the students at GWC reported having had at least one appointment with a counselor. Generally, 45% to 64%

of students at other institutions rated the counseling experience as good or excellent. At GWC, student ratings were comparable to ratings at other colleges. Just over 50% of the students rated counseling as "Excellent" or "Good". Table 7 also shows the number of appointments the student had with the counselor crossed with counseling ratings. The more appointments the student had, the higher the student rated the helpfulness of the information, and the higher the overall rating of the counseling process.

Table 7 Overall ratings of counseling process by number of appointments.

	OVERALL RATING OF GWC COUNSELING PROCESS								
	EXCELLENT		GOOD		FAIR		POOR		TOTAL
COUNSELOR APPOINTMENT									
ONE	67	27%	96	38%	58	23%	30	12%	251
TWO	43	29%	61	41%	27	18%	19	13%	150
THREE-MORE	38	32%	52	43%	23	19%	7	6%	120
TOTAL	148	27%	129	24%	108	20%	56	10%	521

Table 8 indicates ratings of other counseling activities. Students were asked if the counselor was helpful in choosing courses or programs of study, clarifying educational goals and how to achieve them, and understanding requirements and prerequisites. Response patterns were nearly the same for each area. Between 74% and 80% of the students reported being helped very much or some, while 20 to 26% of the students reported that

the counselor did not help or helped very little. These ratings are at the upper end of the range of responses compared to other studies. Students from other institutions rated their satisfaction with academic counseling between the 65% and 85% range (Spicer,1992).

Table 8. Ratings of the counseling process.

	COUNSELOR HELPED CHOOSE COURSES		COUNSELOR HELPED CLARIFY EDUC GOALS		COUNSELOR HELPED UNDERSTAND REQUIREMENTS	
VERY MUCH	215	39%	185	34%	241	44%
SOME	222	39%	225	40%	196	36%
VERY LITTLE	67	13%	71	14%	56	11%
DID NOT HELP	43	9%	61	12%	46	9%

Summary

Generally, the satisfaction ratings by students for matriculation services evaluated were positive. Ratings of counseling were especially positive. There is, however, a need to repeat this survey periodically to monitor satisfaction on these components of matriculation over time. Such longitudinal comparisons would be particularly informative in evaluating programmatic changes.

One final note is needed to place this survey and its results in a proper context, this type of general satisfaction information is perhaps best seen as a supplement to evaluations documenting the impact of matriculation services on educational outcomes such as retention, grade point average, persistence and goal attainment. A matriculation study using persistence rates

as the primary outcome has been completed (Isonio, 1993), and other studies involving other outcomes are being planned.

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APPENDIX A

DEMOGRAPHIC INFORMATION ON SURVEY RESPONDENTS

Appendix A. Demographic information on survey respondents.

UNITS COMPLETED AT GWC PRIOR TO FALL 1993	ACADEMIC YEAR				ROW TOTAL
	1990-1991	1991-1992	1992-1993	1993-1994	
FEWER THAN 12	23	8	56	279	366
	17.2%	7.2%	21.5%	83.5%	43.6%
12 TO 23	31	33	102	51	217
	23.1%	29.7%	39.2%	15.3%	25.9%
24-59.9	66	70	102	2	240
	49.3%	63.1%	39.2%	.6%	28.6%
60 or MORE	14	0	0	2	16
	10.4%			.6%	1.9%
UNITS EXPECTED FALL 1993					
FEWER THAN 6	29	9	16	20	74
	21.8%	8.0%	6.1%	5.9%	8.7%
12 TO 18	42	55	175	233	505
	31.6%	49.1%	66.5%	68.7%	59.6%
6 TO 11	54	41	55	74	224
	40.6%	36.6%	20.9%	21.8%	26.4%
MORE THAN 18	8	7	17	12	44
	6.0%	6.3%	6.5%	3.5%	5.2%
TIME IN CLASS					
BEFORE 4:30	68	59	154	246	527
	50.7%	52.7%	59.0%	72.6%	62.3%
AFTER 4:30	29	19	26	8	82
	21.6%	17.0%	10.0%	2.4%	9.7%
COMBINATION	37	34	81	85	237
	27.6%	30.4%	31.0%	25.1%	28.0%
WHEN FIRST DECIDED ON EDUC. GOAL					
BEFORE APPLYING TO GWC	52	54	128	204	438
	39.7%	49.1%	49.8%	60.9%	52.6%
DURING FIRST SEMESTER	8	6	18	30	62
	6.1%	5.5%	7.0%	9.0%	7.4%
AFTER MY FIRST SEMESTER	45	31	55	11	142
	34.4%	28.2%	21.4%	3.3%	17.0%
DURING ORIENTATION	3	3	1	8	15
	2.3%	2.7%	.4%	2.4%	1.8%
STILL UNDECIDED	23	16	55	82	176
	17.6%	14.5%	21.4%	24.5%	21.1%

Appendix A. Demographic information (cont).

HRS WORKED/WEEK	ACADEMIC YEAR 1990-1991	1991 AND	1992-1993	1993-1994	ROW TOTAL
NONE	26	18	60	125	229
	19.5%	16.1%	22.9%	37.0%	27.1%
1-9	4	6	25	16	51
	3.0%	5.4%	9.5%	4.7%	6.0%
10-19	21	28	53	78	180
	15.8%	25.0%	20.2%	23.1%	21.3%
20-29	27	29	65	77	198
	20.3%	25.9%	24.8%	22.8%	23.4%
30-39	18	9	33	25	85
	13.5%	8.0%	12.6%	7.4%	10.1%
40 OR MORE	37	22	26	17	102
	27.8%	19.6%	9.9%	5.0%	12.1%
EDUC. GOAL					
DIPLOMA OR GED	0	3	5	13	21
	0%	2.7%	1.9%	3.9%	2.5%
VOCATIONAL CERTIFICATE	12	2	12	7	33
	9.0%	1.8%	4.6%	2.1%	3.9%
AS DEGREE	17	14	27	29	87
	12.7%	12.6%	10.4%	8.6%	10.4%
BA DEGREE	42	43	93	91	269
	31.3%	38.7%	35.9%	27.1%	32.0%
MA OR HIGHER	46	36	81	114	277
	34.3%	32.4%	31.3%	33.9%	33.0%
PERSONAL DEVELOPMENT	2	1	2	5	10
	1.5%	.9%	.8%	1.5%	1.2%
NEW CAREER	4	5	6	14	29
	3.0%	4.5%	2.3%	4.2%	3.5%
UNDECIDED/OTHER	11	7	33	63	114
	8.2%	6.3%	12.7%	18.8%	13.6%
TOTAL	134	111	259	336	840
	16%	13%	31%	40%	100%

APPENDIX B

SURVEY RESPONSE PERCENTAGES

GOLDEN WEST COLLEGE
Student Survey -- Fall 1993
Matriculation Services

Section #		ID Number (SSN)	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. When was your first semester at Golden West College?

70.1%	Fall	10.2	Summer
19.6	Spring		

2. When was your first year at this college?

40.1	1993	16.5	1991
30.9	1992	12.5	1990 or before

3. How many units have you completed at Golden West College PRIOR TO this semester?

43.5	Fewer than 12 units	28.5	24 - 59.9 units
26.0	12 - 23.9 units	1.9	60 or more units

4. How many units do you expect to complete at Golden West College this semester?

8.8	Fewer than 6 units	59.5	12 to 18 units
26.5	6 to 11.9 units	5.2	more than 18 units

5. During what part of the day do you take most of your classes?

62.3	Before 4:30 (day classes)	28.1	Combination of day and evening
9.7	After 4:30 (evening classes)		

6. How many hours do you typically work each week (during the semester)?

27.0	none	23.3	20 to 29 hours
6.1	1 to 9 hours	10.1	30 to 39 hours
21.3	10 to 19 hours	12.0	40 or more hours

7. Which one of the following best describes your ultimate educational goal?

2.6	Complete high school or GED	32.9	Master's Degree or higher
10.3	Associate's Degree	3.4	Prepare for a new career
3.9	Vocational Certificate	1.2	Personal Development
32.1	Bachelor's Degree	13.5	Undecided / Other

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8. When did you first decide upon an educational goal to pursue at this college?

52.5	Before applying to GWC	17.2	AFTER my first semester
1.8	During my orientation session	21.1	I am still undecided
7.4	During my first semester GWC		

9. How would you rate the convenience of the admissions process?

11.8	Excellent	6.8	Poor
50.2	Good	5.2	No Opinion
25.9	Fair		

10. What was your primary means of registering for classes this current semester?

58.5	By telephone	41.5	In person

11. How would you rate the helpfulness of the information given to you by the registration office personnel?

13.5	Excellent	4.6	Poor
55.7	Good	4.6	No Opinion
21.6	Fair		

12. How would you rate the convenience of the process of registering for classes?

16.9	Excellent	8.6	Poor
48.1	Good	3.4	No Opinion
23.0	Fair		

13. What is your overall rating of the GWC admissions and registration processes?

10.1	Excellent	4.6	Poor
57.4	Good	5.7	No Opinion
22.2	Fair		

14. Have you participated in an orientation/advisement session at GWC?

57.9	Yes	42.1	No (If no go to question 18)

15. How would you rate the information given during your orientation/advisement session about important college policies and expectations?

13.4	Excellent	6.2	Poor
51.0	Good	7.0	No Opinion
22.3	Fair		

16. How would you rate the information given during your orientation/advisement session about the range of services and programs available at GWC?

13.3	Excellent	6.6	Poor
50.5	Good	7.0	No Opinion
22.6	Fair		

17. What is your overall rating of the orientation/advisement session you attended?

10.8	Excellent	3.8	Poor
52.1	Good	8.9	No Opinion
24.4	Fair		

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18. Have you taken any placement tests at GWC to determine your skill levels in writing or math?

79.4	Yes	20.6	No (if no go to question 25)

19. How would you rate the convenience of the assessment process?

8.9	Excellent	6.6	Poor
50.7	Good	6.0	No Opinion
27.8	Fair		

20. Have you taken, or are you now taking, an English or ESL course at GWC?

72.1	Yes	27.9	No

21. In your opionion did the English or ESL test recommend the correct English/ESL course level for you?

57.8	Yes	21.5	No -- the level was too low
1.9	No -- the level was too high	18.7	I am not sure

22. Have you taken, or are you now taking, a math course at GWC?

67.8	Yes	32.2	No

23. In your opinion did the math placement test recommend the correct math course level for you?

66.8	Yes	15.4	No -- the level was too low
2.4	No -- the level was too high	15.3	I am not sure

24. What is your overall rating of the GWC assessment/placement process?

9.1	Excellent	6.3	Poor
46.6	Good	6.9	No Opinion
31.0	Fair		

25. Have you had an individual appointment with a Counselor at GWC?

32.6	Yes-one appointment	14.9	Yes-three or more appointments
17.9	Yes-two appointments	34.5	No (If no then stop here)

26. Did the Counselor help you in choosing courses or programs of study?

38.2	Helped very much	7.6	Did not help
39.4	Helped some	2.8	I am not sure
11.9	Helped very little		

27. Did your counseling session(s) help clarify your educational goals and how to achieve them?

32.9	Helped very much	10.8	Did not help
40.0	Helped some	3.7	I am not sure
12.6	Helped very little		

28. Did the Counselor help you to understand about requirements and prerequisites?

42.9	Helped very much	8.2	Did not help
34.9	Helped some	4.1	I am not sure
10.0	Helped very little		

29. What is your overall rating of the GWC counseling process?

26.8	Excellent	10.2	Poor
38.2	Good	4.5	No Opinion
20.4	Fair		

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